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ABSTRACT

In 1983, Santa Monica College (SMC) created a task force to assess the college's need for child care services and to devise possible service models for consideration. Subcommittees were formed to address student and staff child care needs; ways of funding child care services; criteria for possible child care facilities and sites which met these criteria; and policies regarding such issues as limits of responsibility, evaluation of services, fees, and eligibility. The task force found: (1) there was a significant need for child care services among students and staff; (2) although child care services on some community college campuses have become self-supporting, setting up a center at SMC would require a commitment from the district of start-up costs and a percentage of operational costs, which were estimated at $100,000 to $150,000; (3) the facility would need to be close to campus and to conform to licensing regulations; and (4) policy decisions need to be made concerning the philosophy of the center, general operating procedures, ratio of staff members' children to students' children, staffing, parent involvement, and operating expenses. Based on study findings, four options were identified for SMC: providing information and referral to existing services, providing an infant/toddler care center, providing a pre-school center, or providing a combination of services. Addenda include information on needs assessment methodology and findings, the survey instrument, anecdotal reports, descriptions of possible service models, analyses of two facilities, a report on a survey of other California colleges, discussions of funding possibilities, SMC's policy statement regarding child care services in 1977-78, and miscellaneous suggestions. (EJV)

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Santa Monica College
Child Care Task Force Report

Spring 1984

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"By providing quality child care, colleges and universities fulfill their mission of improving society."
Robert A Corrigan, Chancellor of the University of Massachussets-Boston

In the past two decades Americans have seen some significant changes in family patterns and lifestyles. The number of working women, single family parent households and households where both parents must work has grown dramatically. Corresponding with the change has been an increased need for quality childcare. All aspects of our society, public institutions, and private industry are taking a closer look at how this necessary service should be provided. The college, but a microcosm of our society, also needs to investigate ways to deal with this. There have been faculty requests for extended leaves because of the lack of services in the community. Many more children are being seen on campus accompanying their parents who are students. In addition, the issue was raised by frustrated students during an open forum with Gloria Steinem.

Santa Monica College previously offered child care services to students' children during the 1970's as part of its vocational program in child development. The center, which served 24 children was located in a facility rented from the Baptist Church at 16th Street and Pearl. It was funded in part through instructional services, since its primary function was to serve as a laboratory setting for students in the child development program. The director of the center was a member of the child development faculty, who was given a partial assignment for her responsibilities.

Teachers and aides were hired by the college. Job descriptions and salary schedules were adopted which were comparable to those of the SM/Monica Unified District Children's Centers. Additional staffing was provided by college work-study students and by students in training. Additional support for the operation of the center came from scholarships and grants from the Associated Student Body and parent fees.

The center closed in 1979, primarily because the number of child development students available to work as interns in the center did not seem sufficient to warrant the expenditures of time and money necessary to operate a high quality program. The economic climate of the post-proposition 13 era was also a contributing factor in the decision to close the center.

At present, Santa Monica College is in the minority of California community colleges that do not address the problem. Most recently, December, 1983, the California Community College Board of Governors issued a series of recommmendations which re-emphasize the importance of providing child care services.

In the winter of 1983 Dr. Richard Moore, Superintendent and President, created this task force to assess the need for child care services and to devise possible service models for the college to consider. The group included representatives of the Classified Employees Council, Faculty Association, Faculty Senate, Associated Student Body, California School Employees Association, Women's Center, Management Association and an expert consultant on child developement and child care services.

The task force's job was made more complex as the population needing service had to be identified. Not only are the needs of infants and toddlers vastly different than those of pre-school and after-school children but the needs of student and certificated and classified staff families differ as well. With this in mind the task force tried to create a comprehensive and innovative approach that would best serve the population most needing services.

Providing some form of child care assistance and parent education is beneficial for all concerned; for the student, the staff, and the college district. The availability of or lack of services becomes an open door or a barrier to students returning to education. From an employee's point of view, child care can be a valuable benefit in an era when pay increases and other benefits are substantially less certain than they have been in the past. In addition, benefits such as child care can be an important contribution toward attracting and keeping qualified employees.

The college has an opportunity to be a leader in the community by developing a model program. The task force hopes there will be a positive response from the Board of Trustees soon which actively addresses this issue.

THE METHOD OF STUDY

Four subcommittees were formed to address different aspects of child care: Needs assesment; creative financing; facilities; and policies.

Each subcommittee was composed of three to five people, and membership in these committees tended to overlap. Each subcommittee worked independently, doing its research on a campus-wide, local or statewide basis when appropriate.

The work of each subcommittee is summarized below, with more specific and detailed information reports in the addenda. Recommendations were developed from the work of all the subcommittees.

Needs Assessment

The needs assessment was done in two parts: One covering student needs and the second covering staff needs. The results will be covered separately below. A description of the methods used and a detailed report on results are included in the addenda.

In addition to the formal survey of student and staff child care needs, task force members received informal anecdotes relating to the need for child care on campus and statements from individuals about their needs.

Student Needs

A weighted selected sample of students was used to reflect a cross-section of SMC. Part-time students attend evening classes and only one evening section was polled. A projection cannot be made for these students. Also, this sample does not include those people whose child care problems prevented their attendance at SMC.

The average fall and spring enrollment for full-time day students is 5,067. Spring 1984 = 4,445. The projection uses the average. Projections were based on the raw data.

	Projected # students
10 percent of the full-time day students have children	507
Of those with children:	
55 percent were not satisfied with their current child care	279
33 percent were men	81
66 percent were women	163

Based on a 1.5 child family size:	Projected # children
88 percent of those with need rated "center" as "very important" to "important."	246
80 percent of those with need rated emergency sitting as "very important" to "important."	223
74 percent of those with need rated babysitting during class "very important" to "important."	206

The numbers of children fall into these age categories:

		# children	Projected # children
Infant/toddlers	35.5 %	87	
pre-school	32.3 %	79	
after school	32.3 %	79	245

Respondents requested direct care services throughout the day, mornings were requested most. In a separate grouping respondents in special groups stated a greater need for service and for financial assistance.

Staff Survey

Questionnaires were distributed to 100 staff members whose names begin with "S." This included certificated staff and classified staff. Sixty-four responses were returned.

To summarize, the results were very similar to the student survey except in the area of income and numbers of hours for direct services since staff are usually full-time and must work over summer months. Five percent of the staff said they needed alternative child care service. This extrapolates to 47 staff families. If a factor of 1.3 children per family, that extrapolates to 61 children for the staff.

Conclusion

The results of the staff and student surveys combined with the annecdotal accounts in the addenda show a significant need for child care services.

Financing

The objective of the finance subcommittee was to survey other colleges to see what child care services are offered and how they are financed.

106 California community colleges and nineteen state colleges were surveyed. The survey was returned by fifty-four colleges. Of those colleges 91% offered child care services. The programs vary immensely in size, type of program, cost, and financing. The following areas were of interest to the subcommittee: Number of children served, ages, funding sources, and operating costs.

Services
- 31% had centers for infants/toddlers (0-2.5 years)
- 67% had centers for pre-school children (2.5-5 yrs)
- 24% had centers for after-school children (5+ yrs)
- 100% offered services to students
- 69% offered services to staff

Funding:
- 57% State Dept. Ed./Office of Child Development
- 55% Parent fees,
- 27% Child nutrition
- 20% Associated Student Body
- 18% Fund raisers and charity functions
- 14% College District
- 6% Grants
- 10% Other

Child care services on some community college campuses have become self-supporting. A center at SMC would require a committment from the district of start up costs and a percentage of operational costs. This percentage of operating costs would diminish as other funding sources are developed. To apply for funding from state, federal or other sources the proposal must first be approved by the district.

The finance subcommittee, based on survey information and review of other subcommittee reports, has determined operating costs will be approximately $100,000 for a center for infant/toddlers to serve twenty-five children and $150,000 for forty to fifty pre-school children in two classrooms.

Parent involvement, advisory board participation, and other means to lower the cost of child care are helpful but there is still an acute need for consistent funding. Most community college child care programs rely on a variety of sources to operate. This is necessary because funds from any one source are limited.

Funding issues must be resolved before other steps can be taken to establish a child care program at SMC.

Facilities

The facilities subcommittee developed some broad criteria for possible child care facilities. It also explored several facilities which appeared to meet these criteria. The facilities are described in the recommendation section of the report.

The criteria for selection of the facilities include:

- Proximity to the campus: If services are to be as supportive as possible, proximity to the campus must be assured. Distance creates problems with transportation and class and work schedules. The center should also be an integral part of the college community to encourage a wide range of parent, student, faculty, and staff involvement.
- Use of college or unified district facilities might reduce the cost of services to students and staff.
- Licensing regulations: minimum renovation should be necessary to assure compliance with fire, health, and safety reglations as well as licensing requirements.

Policies

The task force subcommitte on policies studied other colleges to understand the areas which needed to be addressed. Until the college decides what it wished to do about child care services details can not be stated since policies are directly related to the specific service. Advisory boards and boards of directors play a major role in developing policies for most colleges.

If a child care center is the chosen option for SMC, policies will relate to operations, personnel, and the users of the center. Decisions must be made about the following:

- The philosophy
- General operating procedures: including eligibility, registration procedures, rules for parents and children, schedule of activities, emergency procedures, health checks, and lines of responsibilities
- Ratio of staff children to student children
- Staffing
- Parental involvement
- Operating expenses

If the college plans to develop a resource and referral system then policies will be broad and cover at least the following areas: philosophy, lines of responsibility between caregivers and the college and the limits of responsibility, evaluation of services, fees, and eligibility.

RECOMMENDATIONS

These recommendations are the work of the entire subcommittee rather than any one subcommittee. The work of the needs assessment, the facilities, creative financing and policies committees ultimately overlapped.

Direct Child Care Services

After much research, thought and discussion, the committee has identifed these possibilities for providing child care services to students and staff at SMC. These options are:

- Providing information and referral to existing services
- Providing an infant/toddler care center;
- Providing a pre-school care center;
- Providing a combination of the above;

These options will be discussed in detail below:

Coordinator of Resources and Outreach:

A specialist in resources and outreach for child care and parent education should be created by the district, this person's responsibilities would include:

- Helping students and staff find off-campus child care to fit individual situations;
- Serving as a liaison between those needing child care services on the SMC campus and off-campus child care providers;

- Helping students and staff organize parent co-ops for babysitting or "shared care," in which two families pool their resources to hire one babysitter for the children of both families;
- Assisting in the coordination of child care services as a child outgrows one situation and moves into another;
- Helping solve any projected overload if child care centers were established for SMC students and staff.
- Helping parents find emergency, after-school, and holiday care
- Recruiting family day care providers
- Developing parent education programs

Child Care Centers:

The Child Care Information Service of Santa Monica reported to the task force on the lack of services for children, especially infants and toddlers, on the Westside. Some staff and many students must settle for minimal care in less than optimum conditions. It is especially difficult for students to find part-time care which fits their schedules.

This forces many parents to drop-out of classes, take time off, or cutback on classes in order to maintain a complex schedule that can be disruptive to child and parent. For these reasons, the task force recommends that an infant and toddler care center be established.

The task force further recommends that such a center:

- Be viewed as a support service rather than an instructional program of the college. It could serve as a model program where interns from SMC or any other child development program would be welcome.
- Serve children two months to about 2.5 years;
- Be open to both students and staff, and if necessary to the community until full capacity from the campus alone is reached.
- Have a ratio of students' children to staff children that is negotiated according to the available funding and prevailing regulations. (Staff children would provide stability since they would most often be full-time and their parents could assume a larger portion of the financial support. Student costs would need to be subsidized.)

- One facility that was discussed particularly interested us, the fourth Pearl Street house. A consultant evaluated it and found it to be desirable and capable of accommodating approximately 20 children. The yard is large and bathroom facilities could easily be adapted.

  Structural modifications would range in cost from $10,000 to $15,000.

  Other sites reviewed included the YWCA (available only during the afternoons) and another site much further away from campus.
- The proximity of an infant/toddler center to the campus in the Pearl Street house would allow nursing mothers to continue nursing throughout the day.
- An operating budget ranging from $90-100,000 for a 180 day calendar would be necessary. Additional costs would occur if students or staff needed services outside of the times when classes are in session. ($2.50-3.00/hour per child)
- Parent educucation would be an integral part of center activities.

Pre-school Center:

The task force also recommends that a pre-school center be established. It was the most requested service identified in the needs assessment. Of those requesting child care services, 32 percent had children in this age group.

The center would:

- Be considered a support service rather than an instructional program. It can serve as a model program for child care interns.

- Serve children 2.5 to 5 years of age.

- Facilities investigated include empty classrooms available through the Santa Monica-Malibu Unified School District. Will Rogers Elementary School is an excellent example. A cooperative agreement between the two districts would be mutually beneficial. The Will Rogers principal has indicated her interest in such a partnership. Other day care providers have approached Will Rogers about this option, thus time is critical. For efficiency's sake, the college may wish to expand the number of children served to spread out the administrative costs to as many as 45 children using two classrooms.

- Costs would range from $65-75.000 for a 180 day schedule for 25 children.

For either an infant/toddler center or a pre-school center, a director of child care services would be necessary.

This person would assist with planning and implementing services and should be hired as soon as possible. It is imperative if any changes are to occur quickly. Task force members put aside regular responsibilities to assemble this report.

The duties of director of child care services and the coordinator of resources and outreach could be combined.

Director of Child Care Services:

A position should be established for a Director of Child Care Services. This person would assist with the planning and implementing services and should be hired as soon as possible.

Facilities:

- The nearness of any offices or center to the user is so critical that the success of care services may hinge on this item.
- If college facilities (provided rent-free) are used, there will be advantages in reducing costs. This is particularly vital for those staff or students with limited financial resources.

Advisory Board:

The outpouring of positive responses and offers of help from those with and without children has been enlightening.

- An advisory board should be be formed. The membership of the board should reflect the mix of gender, ethnicity, students, staff, parents, specialists, campus organizations or other segments of the college and its surrounding community.
- The advisory board can assist in keeping costs down, fund-raising, developing in-kind services, monitoring and evaluating services provided and developing an idea bank.

College Affiliation:

- Child care services should be under the aegis of the college. The college needs to study how lines of responsibility might be formed within the organizational structure.
- SMC should actively promote childcare services once they are established. This might include data collection to further improve services.

Personnel Policies:

Changes in personnel policies may be accomplished more quickly and at less cost than other child care recommendations made by this committee.

The college administration should immediately review employee personnel policies to support working mothers and fathers. The following were identified as areas needing change:

1. Develop a more full concept of flex-time allowing for variable schedules, responsibilities, and hours.

2. Develop the concept of family sick leave to include young children. This might also include time off to arrange for child care during emergency situations.

3. Allow parents of young children to call during work hours to regularly check on them.

4. Develop a more flexible maternity leave policy and initiate a paternity leave policy.

5. Develop job sharing opportunities for employees wishing to

continue on a reduced load.

6. Develop a concept of units of work so that home "work-stations" could be used. This has worked very well for business. As technologies improve this becomes more feasible.

The advantages to the district as employer are well documented in private industry. The number of new child care centers on employment sites attests to their success. Increased productivity, enhanced loyalty, fewer sick days taken and improved employee morale are mentioned the most.

Time Line:

The review of the personnel policies should begin immediately. Any changes will require coordination between the various organizations on the campus and will take time.

If one or more types of child care centers are to be established on campus, the director of child care services should be hired as soon as possible.

The resource and outreach specialist should be hired before the fall semester so that publicity, planning, and some ground work can be done before students are enrolled, July 1 at the latest. Children can then be placed and adjustments can be made before the stress of starting the semester builds.

By fall '84, a pre-school could be established and running with minimum modification and costs by using the Unified District facilities.

An infant and toddler center should be established as soon as possible since this is an urgent need in this community. Necessary modifications to the Pearl Street house, if it is used, need to start immediately. The center could be operating at full capacity, twenty children, by Fall `84.

CONCLUSION

It is time for the college district to take a stance on child care. The decision must be a conscious one as we can no longer ignore the issue. The task force hopes that the board will keep in mind that "children are our greatest asset." We are one of a few California community colleges that have not established some form of child care sevice. The benefits to the students and staff are numerous and include greater access to students, high morale for students and staff, and a greater retention of both. We hope that a positive response will come quickly as the project is very important to us. Thank you for the opportunity to share our report.

ACKNOWLEDGEMENTS

The task force wishes to acknowledge Dr. Richard Moore, President and Superintendent of SMC, who chose to establish a campus wide committee to look at the issue of child care. We commend him on his approach to this issue. In addition, we thank him for his continued support as our work progressed.

In addition to the benefits of the study, there were some unexpected positive offshoots. A computerized system for tallying scantron answer sheets was modified for this project. Now it is available for others to assemble data in the same manner. Several of us learned new skills, i.e., using the word processor or doing budgets, activities outside our normal routines. Most importantly, we have become more aware and helped others to become aware of the issue of child care.

People from all sectors of our campus participated in this study. Many assisted us and many more are waiting to help with implementation of the recommendations. We are gratified at this response. People do care about each other here at Santa Monica College and that is what child care is all about, people caring about people.

The task force gives special thanks to the following people.

Barbara Blakely, SM/Malibu Unified Dist., Dir. of Children's Centers
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METHODOLOGY FOR THE STUDENT NEEDS ASSESSMENT

Students in selected class sections representing the categories of classes listed below were polled during the first and second week of the spring semester. Scantron sheets were distributed with the questionnaires and directions to the instructors of each section. Sections were weighted according to the number in that category represented in the spring 1984 schedule. The list of sections follows:

CHART I:

Selected Sample

CATEGORY	# SEC SPG '84	SECTION NUMBER		COURSE TITLE		TIME
Gen transfer	132	1001		HIST	11	11 MWF
Gen transfer	*	2771		SPEECH	1	1:30 TT
Language	33	2740		SPAN	1	1 DAILY
Gen Sci/Math	28	2087		MATH	20	10 DAILY
Adv Sci/Math	53	1346,7,8		CHEM	1	1 MWF
Engl, Group A	44	1583		ENGL	1	9 MWF
Engl, Group B	24	1652		ENGL	21	1 MW
Remedial	39	1691		ENGL	81	10 MWF
All Day Voc	54	2234		NURSING	14	1 TT
Trade/Job	141	2841		WELD	72	12 TT
Business	79	4515	*	DP	2	Eve
Perf Art/PE	109	2178	**	PIANO	1	8 MW
Special Interest Groups						
Women's prog		2735		SOCIOL	33	12 TT
ESL		1740		ESL	21	9:30 TT
Hispanic		1924		HIST	43	9:30 TT
Black		1919		HIST	16	11 MWF
Voc Ed		1387		COSM	2	8 DAILY

* Moved to Special Interest Groups representing P/T students. 63% part-time students (6 units or less). Business is not represented.

** Not representative, only 12 music students none with children - deleted from sample. Therefore, Perf Arts & PE are not represented in this sample.

The Special Interest Groups were polled because the committee felt they might differ from the selected sample. They are included when indicated.

PROJECTION METHOD

Each section in the selected sample represented a category of related classes. In some cases the questionnaire was administered to 2 or 3 combined sections, i.e., English or chem lecture. The number of responses was then divided by the number of sections polled. Only students indicating that they were enrolled in 6 or more units were counted.

WEIGHTING:

It was assumed that the selected section was average for that category of courses. Thus, the number of students projected was determined by multiplying the number of sections in the category for spring 1984 by the number of full-time students in the representiative section.

With this weighting a day full-time student body was projected of 12,161. That number is a duplicated head-count of full-time students. To correct for this, a factor of 2.43 classes per student was used. This brings our estimation of the number of full-time day students to 5,067 which is close to the average enrollment figures.

No attempt was made to project need for full-time night students since there are currently only 79.

There was insufficient information to project needs for part-time students, currently 13,413 of them. They made up about 10% of the selected sample yet are 60% of the day student body. English 81, the one exception, a remedial class, had about 30% part-time students. It is not surprising that many students with serious skills deficits can not handle a larger load, given the limited selection of courses at this level. The three part-time students with children in Engl 81 were included in the selected sample.

CHART II: NEEDS PROJECTION

Selected Sample; N = 247

SECT	COURSE		N	SECT'S REP'D	F/T STUD REP'D	PROJECTED STUDENTS W/CHILD	PROJECTED STUDENTS W/NEED	%/W NEED**
1901	HIST	11	30	66	815	40	20	3%
2771	SPEECH	1	30	66	815	110	22	3%
2740	SPAN	1	30	33	407	44	22	7%
2087	MATH	20	36	28	419	36	27	9%
1346	CHEM	1	33	53	720	35	18	3%
x583	ENGL	1	22	44	398	29	0	0%
1652	ENGL	21	27	24	267	24	24	11%
1691	ENGL	81	15	39	241	78	52	20%
2234	NURSING	14	13	54	289	54	54	23%
2841	WELDING	72	11	141	638	72	24	9%
TOTALS			247 *	548	5,009	522	263	5% **

NOTE: The Music class had only 12 students, none with children, too small a sample to represent 109 sections of Physical Education and Performing Arts.

The evening Data Processing class was 63% part time students (6 units or less) and was moved to the special interest group.

The projection was made using the assumption that each full-time student is enrolled in 2.43 classes.

* Full time day students, adjusted for class size; some sections polled were multiple sections.

** Weighted

Special Interest groups; N = 186

SECT	COURSE		N	STUDENTS W/CHILD	PERCENT W/CHILD	STUDENTS W/NEED	PERCENT W/NEED
1387	COSM	2	34	10	29%	9	26%
1740	ESL	21	30	2	7%	2	7%
1919	HISTORY	16	46	6	13%	3	7%
1924	HISTORY	43	18	2	11%	1	6%
2735	SOCIOL	33	15	4	27%	4	27%
4515	DP	2	43	4	9%	3	7%
TOTAL			186	28	15%	22	12%

CHART III: RANKING OF SERVICE

All Student Needing Care: N = 45 *

SERVICE	VERY IMPORTANT 3.0	IMPORTANT 2.0	NOT SO IMPORTANT 1.0	NR 0.0	TOTAL
Center	71%	20%	0%	9%	2.53
Sit during class	58%	20%	4%	18%	2.18
Sick child care	58%	20%	4%	18%	2.18
Emergency sitting	44%	27%	11%	18%	1.98
Recreation	44%	29%	11%	16%	2.02
Subsidy	51%	13%	18%	18%	1.98
Referral for care	33%	27%	18%	22%	1.71
Parent Coop.	24%	27%	36%	13%	1.62
Coop. sitting	22%	29%	33%	16%	1.58

*Special interest groups included.

Day Students with a Need; N = 24

	VERY IMPORTANT 3.0	IMPORTANT 2.0	NOT SO IMPORTANT 1.0	NR 0.0	TOTAL
Center	67%	21%	0%	12%	2.45
Sit during class	62%	12%	4%	21%	2.17
Sick child care	62%	12%	4%	21%	2.17
Emergency sitting	46%	34%	4%	17%	2.08
Recreation	42%	25%	21%	12%	1.96
Subsidy	54%	8%	21%	17%	2.00
Referral for care	25%	33%	21%	21%	1.62
Parent coop.	25%	25%	38%	12%	1.62
Coop. sitting	21%	21%	42%	17%	1.46

Special Interest Group Students with a Need; N = 21

	VERY IMPORT 3.0	IMPORTANT 2.0	NOT SO IMP 1.0	NR 0.0	TOTAL
Center	76%	19%	0%	5%	2.67
Sit during class	52%	28%	5%	15%	2.19
Sick child care	43%	19%	19%	19%	1.86
Emergency sitting	43%	19%	19%	19%	1.86
Recreation	48%	28%	24%	0%	2.24
Subsidy	62%	10%	24%	4%	2.28
Referral for care	43%	19%	14%	24%	1.81
Parent Coop.	24%	28%	33%	15%	1.62
Coop. sitting	24%	38%	24%	14%	1.71

CHART IV: NEEDS AND AGE

All Families Rating Center "Important"; N = 55 Children *

	Infants	Toddlers	Preschool	School Age
Single Age Group Families	9	8	8	5
Multiple Age Group Families	3	5	9	8
TOTAL CHILDREN	12	13	17	13
(41 families)				

Selected Sample; N = 31 Children

	Infants	Toddlers	Preschool	School Age
Single Age Group Families	2	3	4	5
Multiple Age Group Families	3	3	6	5
TOTAL CHILDREN	5	6	10	10
(21 Families)				

CHART V: TIME OF NEED/AGE OF CHILD

All Respondents with Need; N = 55 children

	Morn	After	Eve	All Day	Occasional	N
Infants	2	2	1	5	2	12
Toddlers	2	2	2	6	1	13
Pre-school	2	2	1	9	3	17
School-age	1	4	1	6	1	13

Selected Sample; N = 31 Children

	Morn	After	Eve	All Day	Occasional	N
Infants	2	0	2	0	1	5
Toddlers	2	1	1	1	1	6
Pre-school	2	4	1	3	1	11
School-age	1	4	1	3	1	10

* includes special interest groups

STAFF SURVEY

The staff questionnaires were distributed to 100 staff mambers whose names begin with "S." The names represent certificated managers, faculty (full and part-time), classified managers and full-time classified. Community services instructors were not polled.

The questionnaire is the same as the students' except for question number one: student load is replaced with part or full-time employee.

All staff with surnames beginning with "S" were sent a scantron sheet and a questionnaire through the mail. Questionnaires were distributed for the following groups:

	NUMBER SENT	NUMBER OF EMPLOYEES	RESPOND	W/NEED
Classified	29	262	28	2
Certif Mgrs	1	20	1	0
F/T Fac	23	209	18	1
P/T Fac	47	448	17	0
	100	939	64	3

Five percent of the staff responding have a need for alternative child care service. This extrapolates to 47 staff families. If a factor of 1.3 children per family, that extrapolates to 61 children.

Faculty and Staff

9 of the 64 have one or more children
Of the 9 with children,
- 4 were male, 5 female
- 5 were classified, 4 certificated
- 3 expressed a need for other services
- 2 families earned $15 to 19,000/yr
- 7 earned over $20,000 per year

Of the 3 asking for services,
- 1 was male, 2 female
- 1 family earned $15-19,000
- 2 employee's families earn over $25,000 per year
- 2 consider a center important to very important
  - 2 Pre-school children
  - 1 School-age child

All three needing care were interested in the center.

The ranking of services is as follows:

1. Referral for child care
2. Care for sick children
3. Emergency babysitting
4. Babysitting during class
5. Babysitting coop
6. Child care center
7. Recreational activities
8. Subsidy for care
9. Parent coop

ANECDOTAL REPORTS

The commitee members have received a number of anecdotes concerning young children on the college campus during the last few weeks. In an effort to bring the problem into focus on a more day to day basis some of the anedotes are reported here:

A young married couple brought their infant to the math lab after their sitter didn't show up.

A single mother who is an "A" student can not participate in any study sessions because her 5 year old must be picked up at 12 noon sharp from the day care center. This student is returning to education and has a need for financial assistance. (observered by an instructor)

"Several times a semester I have students who bring their children to class." They are usually very well behaved, they sit in the back of the room and play. When the material is inappropriate or the conditions in the classroom inappropriate, I have asked the student not to stay or to make other arrangements for the child. (a science teacher)

An 3 year old girl was taken into the men's restroom by her father. (observered by the women's center staff)

There are a lot of young children that wander around the library. When I ask where their mother is they don't answer they just run off. I think their mothers are leaving them in what they consider a safe place while they go to a class or do some other school business. (a library staff member)

"Oh, we used to see children left in the women's lounge all the time." The children would say that their mothers had told them to wait right there. (Campus health office)

"I see children that are too young to be alone left off in the clock tower area all the time." (an instructor)

A student came during a task force meeting desparate to find Betsy Hiteschew. She said that her child care center would not allow her to continue since the college holidays caused disruption at the center when her child came returned.

A faculty member was unable to pick up materials at the I.M.C. as scheduled due to an absent babysitter. She is a mother with a working spouse. (I.M.C. staff member)

At a recent association meeting a male employee had to bring three children since his wife was working. (association member)

These events were observed during a three week period. The committee felt that there were a significant number of incidents.

STAFF QUESTIONNAIRES DISTRIBUTED

	Numver Sebt	Number of Employees	Response	W/Need
Classified	29	262	28	2
Certif Mgrs	1	20	1	0
F/T Fac	23	209	18	1
P/T Fac	47	448	17	0
	100	939	64	3

Staff Ranking of Services

1. Referral for child care
2. Care for sick children
3. Emergency babysitting
4. Babysitting during class
5. Babysitting coop
6. Child care center
7. Recreational activities
8. Subsidy for care
9. Parent coop

ACKNOWLEDGEMENTS

The committee wishes to thank several people for their assistance. Jim Fugle for his help in designing the questionnaire and the sample model; Virginia Wilson and John Kennedy for their help in coordinating the the use of the computer for the survey; Ann Carroll for the hours and hours of computer time she put in as well as the computations; Kirk Rader for modifying the scantron program to suit our needs and setting up the data base; and those individuals who completed the survey.

Alphabetical list of staff receiving questionnaires

F Gilbert H. Saintleon
F Shirley K. Saintleon
F Walter H. Sakai
P Peter Saloutos
C Lilly Y. Sam
P Yolanda Y. Sammarcelli
A Beverly Sanborn
C Karen Sasaki
C Ronald T. Satow
C Ruth E. Savage
C Betty G. Savin
A Robert F. Schafer
C Boris Scharf
M Herbert Schlackman
F Leonard Schleichkorn
P Dieter H. Schlosser
C Thomas D. Schnabel
A Cynthia Schubert
P David C. Schubert
P Jeffrey S. Schwartzman
P Jonathan A. Scott
P Susan Bettenhausen Seales
C Tom R. Segotta
P William A. Selby
F Mario G. Semere
F Katherine L. Shamey
C Elisha P. Shapiro
F Shirley I. Sharp
P William F. Sharpe
P Donald K. Shelton
A Madeleine Sherak
F David R. Shibley
P Jeffrey S. Shifs
P Ledonna J. Shouse
P Marcia C. Siderow
C Barbara Siegel
P Ronald Siegel
C Aurora Sierra
F Robert M. Silberman
P Richard B. Simerly
A P. Marion Simms
P Roderick Simonds
P Ellen M. Sinatra
F Steven M. Sindel
F Eleanor F. Singleton
F Leon J. Singleton
C August R. Sites
P Bruce R. Skolnick
C Catherine J. Slater
C Douglas A. Slaughter
C Stephen W. Slaughter
C Alan J. Small
C Craig H. Smith
P Edward C. Smith
P Frances G. Smith
F H. Wendell Smith
F James E. Smith
C Kelly E. Smith Jr.
P Margaret G. Smith
P Marilyn H. Smith
P Richard G. Smith
F Ronald L. Smith
P Susan G. Smith
C Stefania K. Smith
F Tommie C. Smith
F Heywood Sobel
A Phyllis D. Solow
P Peter E. Sotiriou
P Paul J. Spackman
P David Spanjer
F Max Specht
F Susan K. Speich
C J. C. Spencer
P Ben Spezell
C Christopher E. Spiel
P Sari K. Spiro
A R. C. Stanley
P Lilian Staple
C Floyd P. Staples
C M. Arlynn Stark
P John E. Stecker
P Paul H. Stein
F Lyle G. Stevenson
P Carolyn B. Stewart
P Herbert Stewart
P Ida M. Stolk
C Wendy Diane Stoller
P Anne P. Stone
P Herbert Stothart
C Hedy M. Stratman
A Edward G. Straub
F Selma S. Strock
C Thomas F. Strother
F Harvey L. Stromberg
P Michiko Suzuki
F Muriel H. Svec
P Mark K. Swicegood
C Stella M. Switzer
C Janina A. Szurley

C= Classified
F=F/T Faculty
P=P/T Faculty
M= Mgr
A= Adult Fac

CHILD CARE NEEDS ASSESSMENT
Staff Questionnaire 2/84

A campus-wide presidential task force was created this spring to study child care services for students and staff at Santa Monica College. The Child Care Task Force asks you to fill out this survey WHETHER YOU HAVE CHILDREN OR NOT so we can accurately see what child care needs are. The information will be confidential and used for task force recommendations only.

Please mark the scantron sheet with the most appropriate answer. Use #2 pencil.

1. (A) I am a part-time employee (B) I am a full-time employee

2. (A) I am female (B) I am male

3. (A) I am married (B) I am single (widowed, divorced, separated, etc.)

4. (A) I have no children under the age of 12 but plan to have a child in the near future. (Skip to question #13)

   (B) I have no children under the age of 12. (Skip to question #24)

I have children in the following age groups (Please indicate the number of children you have in each category).

5. 1-18 months old	(A) None	(B) One	(C) Two	(D) Three or more
6. 19-35 months old	"	"	"	"
7. 3-5 years old	"	"	"	"
8. 6-11 years old	"	"	"	"

Someone else watches my child for at least part of the time. My child's care would best be described as:

9. (A) In my home (B) Out of my home

10. (A) Paid (B) Non-paid

11. (A) With a relative or spouse

    (B) With another parent not related to me. This parent is not a licensed child care provider.

    (C) With a family day care person who is licensed as a child care provider.

    (D) In a child care center.

    (E) In a child care cooperative with several other parents.

12. (A) I am satisfied with my child's care and do not need alternative or additional services.

    (B) I am interested in alternative or additional services for my child's care.

-OVER-

13. If child care services were provided near or on campus, the times that best suit my needs would be:

(A) Mornings
(B) Afternoons
(C) Evenings
(D) Mornings and afternoons
(E) Occasional or emergency services

14. The number of hours that best suits my needs are:

(A) None
(B) Fewer than 6 hours a week
(C) 7-15 hours a week
(D) 16 hours or more a week

I would be interested in the following child care services: (List the services you would like and their importance)

(A) Very important (B) Important (C) Not so important

15. A child care center
16. A referral service to find child care
17. A subsidy to assist in the cost of care
18. Care for sick children
19. Emergency babysitting
20. Babysitting during the hours of my classes
21. Recreational activities for my child
22. Forming a parent cooperative for care
23. Forming a babysitting cooperative

24. The total family income for my immediate family is:

(A) Less than $10,000 a year
(B) $10,000-$14,000 a year
(C) $15,000-$19,000 a year
(D) $20,000-$24,000 a year
(E) $25,000 a year or more

(OPTIONAL)

If you would be interested in volunteering to help at a center or would like to be part of a parent council, please list your name and address. Don't forget the city and zip code.

PRINT NAME _____

ADDRESS _____

COMMENTS: _____

_____

_____

_____

_____

Infant-Toddler Option

Possible site: Pearl Street house owned by college

Ages of children: 6 months - 21/2 years Number of children served:20

Hours of operation: 7:30AM - 5:00PM

The following budget is based on a 10 month calendar, following the college schedule. The center would be open approximately 180 days.

If a significant number of college staff were enrolled in the center, staffing during college vacations would also need to be considered. Once the center became operational, the question of a summer program for at least the duration of the summer school session and possibly year -round would need to be addressed.

Licensing requirements mandate a ratio of one adult to 4 infants or toddlers. Child care is a labor intensive enterprise, and personnel costs comprise 90+% of the typical child care budget. An estimated budget would include the following categories:

PERSONNEL

1 teacher/director

1 group teacher

3 aides

housekeeper

secretarial assistance

health consultation

substitute teachers/aides
work study students
fringe benefits for the above

Parent and student volunteers would augment and enrich the above staffing.

SUPPLIES AND EQUIPMENT

Educational and instructional supplies

Printing and Duplicating

Custodial Supplies

Office Supplies

Food program (am and pm snacks; breakfast and lunch provided by parents)

CONTRACT AND SERVICES

Telephone

Utilities
In-service education

IN KIND SUPPORT

Custodial and maintenance, repair and grounds services

Infant-Toddler Option (page two)

It is estimated that the foregoing budget would cost between $85,000 and $90,000. The salary schedule of the Santa Monica Unified School District Children's Centers was used for comparative purposes.
The cost per child per hour would be somewhere between $2.50 and $3.00 per hour. Obviously, substantial support in the form of scholarships from the Student Body Association, as well as fundraising would be necessary to make it possible for student parents to afford the fees that would have to be charged to make the center self-supporting.

This operating budget does not include costs for start-up, which would range from $10-$15,000 for renovating the building and grounds, and equipping the indoor and outdoor play areas.

Preschool Option

Possible site: Will Rogers Elementary School in classroom adjacent to extended day care classroom operated by Santa Monica Unified School District/ Grant Elementary School classroom (not yet explored)
Number of children served: 24
Hours of operation: 7:30AM-5:00PM

Ages of children: 2years 9 months through kindergarten

The following budget is based on a 10 month calendar, following the college schedule. The center would be open approximately 180 days.

If a significant number of college staff children were enrolled in the center, staffing during college vacations would also need to be considered. Once the center became operational, the question of a summer program for at least the duration of the summer school session and possibly year-round would need to be addressed.

Licensing requirements mandate a ratio of one adult to every eight children at the preschool age. Child care is a labor intensive enterprise, and personnel costs comprise approximately 85-90% of the budget for this preschool. An estimated budget would include the following categories:

PERSONNEL

1 teacher/director
1 group teacher
1 full-time aide
1 part-time aide
1 part time secretary
health consultation
substitute teachers/aides
work study students
fringe benefits for the above
Parent and student volunteers would augment and enrich the above staffing.

SUPPLIES AND EQUIPMENT

Educational and instructional supplies
Printing and Duplicating
Custodial Supplies
Office Supplies
Food program (Am and pm snacks; breakfast and lunch provided by parents)

CONTRACT AND SERVICES

Rental of classroom from Santa Monica Unified School District, including cost of utilities and custodial service
Telephone
In-service education

Preschool Option (page two)

It is estimated that the foregoing budget would cost approximately $70,000.
The salary schedule of the Santa Monica Unified School District Children's Centers was used for comparative purposes.
The cost per child per hour would be approximately $1.75 to$2.00 per child per hour.

Obviously, substantial support in the form of scholarships from the Student Body Association, as well as fundraising would be necessary to make it possible for student parents to afford the fees that would have to be charged to make the center self-supporting.

This operating budget does not include costs for start-up, which would range from $5,000-10,000 dollars for refurbishing and equipping the classroom and purchasing outdoor equipment.

Suggested Materials & Equipment for A Child Care Program Serving Up To 100 Children

The lists of suggested materials in this booklet are presented as a starting point to fully equip a child care program for up to 100 children, ranging in age from birth to 5 years. If the size of your groups vary from the "average" classrooms listed below, please adjust the quantities to meet your exact needs.

Age Group	Group Size	Total
Birth-12 months age group	9 infants	$ 4,331.45
12-18 months age group	9 infants	$ 4,326.10
2 year age group	*11 children	$ 5,275.96
2 year age group	*11 children	$ 5,275.96
3 year age group	20 children	$ 6,405.45
4 year age group	20 children	$10,062.08
5 year age group	20 children	$10,165.21
Gym Area – for all age groups	up to 100 children	$ 4,052.50
Outside Play Area – for all age groups	up to 100 children	$ 2,959.85
	100 children	$52,854.54**

*Most child care centers have two groups of 2 year-olds for a total of 22 children. Adjust your center's purchases according to your needs.

**This figure is a rough estimate for fully equipping a preschool of 100 children, from birth to 5 years of age.

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CENTERS

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SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

CHILD DEVELOPMENT CENTERS

CERTIFICATED SALARY SCHEDULE

Effective: July 1, 1983

STEP	GROUP I 60-123 Sem. Units (CC Permit)	GROUP II BA or 124 Sem. Units (CC Permit)	GROUP III BA + 30 Sem. Units (CC Permit, ECE or Elem. Cred)	GROUP IV BA + 42 Sem.Units (CC Permit or ECE or Elem. Cred)
1	11,947	12,725	13,503	14,284
2	12,464	13,246	14,024	14,802
3	12,986	13,763	14,541	15,323
4	13,503	14,284	15,062	15,840
5	14,024	14,802	15,581	16,361
6	14,541	15,323	16,101	16,880

DAILY SALARY RATES

STEP	GROUP I 60-123 Sem. Units (CC Permit)	GROUP II BA or 124 Sem. Units (CC Permit)	GROUP III BA + 30 Sem. Units (CC Permit, ECE or Elem Cred)	GROUP IV BA + 42 Sem.Units (CC Permit or ECE or Elem. Cred)
1	61.90	65.93	69.96	74.01
2	64.58	68.63	72.66	76.69
3	67.28	71.31	75.34	79.39
4	69.96	74.01	78.04	82.07
5	72.66	76.69	80.73	84.77
6	75.34	79.39	83.42	87.46

1. Quarter units will be converted to semester unit equivalents.
2. Salaries of all certificated personnel shall be rounded up to the next higher dollar.
3. Teachers' daily salaries are based on an eight-hour day.
4. Child Development Center teachers' school year is ten months (193 actual work days).
5. New teachers with three or more years of acceptable experience may be placed on Step 4.
6. A teacher with Assistant Head Teacher assignment shall receive an "additional responsibility" increment of 5%.

11/28/83

1983 - 84

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

CHILD DEVELOPMENT CENTERS

MANAGEMENT SALARY SCHEDULE

MONTHLY RATES

CLASS	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
A	1730.52	1799.74	1871.73	1946.60	2024.46	2105.44
B	2315.98	2408.62	2504.96	2605.16	2709.37	-----
C	2873.93	2988.89	3108.45	3232.79	3362.10	-----

Position	Class	Length of Assignment
Head Teachers - Children's Centers	A	10 months
Director of Children's Centers	B	2 months
Director - Children's Centers/Extended Day Care	C	10 months

1 Child Development Centers management personnel will be eligible for a $927 yearly increment after completing three years of service on the final step of their salary schedule.

2 Child Development Centers management personnel will be eligible for a second $927 yearly increment after completing six years of service on the final step of their salary schedule and completing five semester units of approved credit.

3 EFFECTIVE 1984-85 - Child Development Centers management personnel will be eligible for an additional $927 yearly increment after completing three years of service at the previous longevity step and five additional semester units of approved credit.

12/12/83

Santa Monica Malibu Unified School District 1983 - 84

Classified Salary Schedule

1. Office, Technical & Business Services Unit
2. Instructional Aide & Paraprofessional Unit

Class Title	Range
Accompanist	30
Accountant - Federal and State Projects	36
Account Clerk I	21
Account Clerk II	24
Account Clerk III	27
Assistant Buyer	30
Attendance and Accounting Technician	33
Audio-Visual Technician	23
Bilingual Community Liaison	24
Braille Transcriber	20
Buyer	36
Career Center Assistant - ROP	24
Childrens Center Aide	17
Childrens Center Health Technician	31
Classified Personnal Technician	29
Clerk I	15
Clerk II	17
Clerk Typist I	16
Clerk Typist II	18
Clerk Typist III	22
Computer and Data Entry Operator	29
Computer Lab Technician	27
Computer Operator	27
Data Entry Specialist	24
Duplicating Equipment Operator	19
Employee Benefits and Insurance Clerk	30
Exam Proctor	17
Health Aide - Outdoor School	22
Health Assistant	24
IMC Assistant	22
Instructional Aide	17
Instructional Aide - Auto Mechanics	17

Appendix A

Classified Salary Schedule

Class Title	Range
Instructional Aide - Bilingual	17
Instructional Aide - Music	17
Instructional Aide - Special Education	17
Instructional Media Production Technician	29
Library Clerk I	17
Library Clerk II	19
Offset Duplicating Machine Operator	22
Offset Duplicating Technician	24
Payroll Clerk	27
Personnel Analyst	36
Personnel Assistant	24
Physical Education Assistant	19
Project Development Specialist	37
Programmer Analyst I	44
Programmer Analyst II	47
Public Information Assistant	24
Records Clerk	24
School Office Manager I	24
School Secretary I	22
School Secretary II	24
School Secretary III	26
School Secretary IV	30
Science Library Technician	23
Staff Secretary I	22
Staff Secretary II (Non-Steno)	24
Staff Secretary II (Steno)	26
Staff Secretary III	30
Switchboard Operator	18
Textbook Coordinator	27
Translator	25

Additions

_____

_____

_____

Appendix A

Santa Monica Unified School District 1983 - 84

Classified Salary Schedule

1. Office, Technical & Business Services Unit
2. Instructional Aide & Paraprofessional Unit

Range No.	A	B	C	D	E	Hourly Step A
1	713	748	786	825	866	4.11
2	731	767	805	846	888	4.22
3	748	786	825	866	910	4.32
4	767	805	846	888	932	4.43
5	786	825	866	910	955	4.53
6	805	846	888	932	979	4.64
7	825	866	910	955	1003	4.76
8	846	888	932	979	1028	4.88
9	866	910	955	1003	1053	5.00
10	888	932	979	1028	1079	5.12
11	910	955	1003	1053	1106	5.25
12	932	979	1028	1079	1133	5.38
13	955	1003	1053	1106	1161	5.51
14	979	1028	1079	1133	1190	5.65
15	1003	1053	1106	1161	1219	5.79
16	1028	1079	1133	1190	1249	5.93
17	1053	1106	1161	1219	1280	6.08
18	1079	1133	1190	1249	1312	6.23
19	1106	1161	1219	1280	1344	6.38
20	1133	1190	1249	1312	1377	6.54
21	1161	1219	1280	1344	1411	6.70
22	1190	1249	1312	1377	1446	6.87
23	1219	1280	1344	1411	1482	7.03
24	1249	1312	1377	1446	1519	7.21
25	1280	1344	1411	1482	1556	7.38
26	1312	1377	1446	1519	1595	7.57
27	1344	1411	1482	1556	1633	7.75
28	1377	1446	1519	1595	1674	7.94
29	1411	1482	1556	1633	1715	8.14
30	1446	1519	1595	1674	1758	8.34

New Employees enter on Column A; after 6-month probationary period advance to Column B; thereafter advance one column after completion of an additional year of satisfactory service. An additional increase of 2 ranges on the salary schedule (Approx. 5%) is received after 10, 15, 20, and 25 years of service in the Unified District.

Night Shift #1 - differential of 2 ranges (approximately 5%)
Night Shift #2 - differential of 4 ranges (approximately 10%)
Substitute Rate of pay is the first step on the appropriate classification in which the substitute is appointed.

APPENDIX A

Range No.	A	B	C	D	E	Hourly Step A
31	1482	1556	1633	1715	1801	8.55
32	1519	1595	1674	1758	1846	8.76
33	1556	1633	1715	1801	1891	8.98
34	1595	1674	1758	1846	1938	9.20
35	1633	1715	1801	1891	1986	9.42
36	1674	1758	1846	1938	2035	9.66
37	1715	1801	1891	1986	2085	9.89
38	1758	1846	1938	2035	2137	10.14
39	1801	1891	1986	2085	2189	10.39
40	1846	1938	2035	2137	2244	10.65
41	1891	1986	2085	2189	2298	10.91
42	1938	2035	2137	2244	2356	11.18
43	1986	2085	2189	2298	2413	11.46
44	2035	2137	2244	2356	2474	11.74
45	2085	2189	2298	2413	2534	12.03
46	2137	2244	2356	2474	2597	12.33
47	2189	2298	2413	2534	2661	12.63
48	2244	2356	2474	2597	2727	12.95
49	2298	2413	2534	2661	2794	13.26
50	2356	2474	2597	2727	2864	13.59
51	2413	2534	2661	2794	2934	13.92
52	2474	2597	2727	2864	3007	14.27
53	2534	2661	2794	2934	3080	14.62
54	2597	2727	2864	3007	3157	14.98
55	2661	2794	2934	3080	3235	15.35
56	2727	2864	3007	3157	3315	15.73
57	2794	2934	3080	3235	3396	16.12
58	2864	3007	3157	3315	3481	16.52
59	2934	3080	3235	3396	3566	16.93
60	3007	3157	3315	3481	3655	17.35

New Employees enter on Column A; after 6-month probationary period advance to Column B; thereafter advance one column after completion of an additional year of satisfactory service. An additional increase of 2 ranges on the salary schedule (Approx. 5%) is received after 10, 15, 20, and 25 years of service in the Unified District.

Night Shift #1 - differential of 2 ranges (approximately 5%)
Night Shift #2 - differential of 4 ranges (approximately 10%)
Substitute Rate of pay is the first step on the appropriate classification in which the substitute is appointed.

APPENDIX A

FACILITIES

Two direct service options which have been explored by the task force are sites for an infant/toddler center in the Pearl Street house now used for storage and a pre-school center at Will Rogers Elementary School in a now vacant classroom.

First the Pearl Street house. With some structural modification and refurbishing, this house with a large backyard could be converted into an infant/todder center to accommodate approximately twenty children. The close proximity to the campus and its homey environment would be expecially appropriate for the very young who would be served there. Outdoor space is quite ample and well suited to the needs of young children. An infant/toddler center would also be less disruptive to surrounding neighbors.

The house is currently used for storage by maintenance and operations and would not be available unless other arrangement could be made for storage.

Secondly, the pre-school center: several classrooms are available at Will Rogers Elementary School on 14th Street and Ocean Park Blvd. which could easily be adapted to serve 25 children. A school-age day care center is already located at the school run by the SM/Malibu Unified District. The Unified District is interested in the possibility that a college center might enroll kindergarten -age children, whose day care needs are difficult to meet through their existing program.

One classroom in particular would seem to be expecially well suited to adaption. It has direct access to bathrooms, which is

required by licensing regulations. Outdoor space would only need to be separated from the elementary school children.

Both of the above sites, as well as any other site which might be considered would need to be reviewed by a consultant well versed in the details of licensing regulations to ascertain specifically whether these facilities would meet state licensing requirements, and what modification would be need for licensing.

Another site reviewed was the house adjacent to the S.M. Y.W.C.A. on 14th Street. It is currently leased by a non-profit organization called "A Place for Parents" which is licensed to offer parent education and involvement programs for parents and their infants and toddlers. This would be shared use with A Place For Parents using it in the mornings and the college in the afternoons. They would be interested in providing contract services for infants and toddlers.

In addition, there are several businesses in the area which are interested in a cooperative child care venture. "Connections for Children," a state funded child care infromation and referral service, has encouraged us to consider a joint venture with those businesses and agencies.

Costs

The task force is committed to quality services. The most important qualifications for service are in the staffing of a center i.e., their education, experience, and personal philosophy. We are also committed to providing wages, benefits, and working conditions commensurate with the importance and complexity of child care services at SMC.

The following budget information is based on the 1983-84 salary schedule of the SM/Malibu Unified Dist. Children's Centers. They should be viewed as approximate and only an indication of the costs.

Start-up Costs

Infant/toddlr Center starting costs would be:

Renovation and refurbishing house and grounds	$10,000
Equipment (indoors and outdoors)	10,000

Pre-school Center starting costs would be:

Refurbishing and fencing playgound	3,000
Equipment and instructional materials	5,000

A one-half time director should be hired immediately to assist in planning, hiring, equiping, and promoting these centers. A three month lead time would be minimal. A director for three months, one-half time would cost approximtely $3,000

Operating Costs

Personnel:

1 teacher/director
1 group teacher
aides
housekeeper/custodian
secretarial assistance
health consultant
substitute teachers/aides
work student students
staff fringe benefits

Supplies:

Educational/instructional
Printing/duplicating
Custodial
office
snack food for children
(a.m. & p.m. snacks)

Utilities:

Telephone, rent for Unified Dist. site, insurance, and in-service education for the staff.

In-kind Support:

College facility rent, custodial and maintenance and repair.

SURVEY OF OTHER COLLEGES

A survey of 106 Community Colleges and Nineteen State Colleges and Universities was conducted. The survey was returned by fifty-four Colleges and Universities. The survey initiated by the Creative Finance Committee has provided the Child Care Task Force with a wealth of information. It has led us to many new avenues and people of resource. The enthusiasm and concern for the welfare of children and the quality of Childcare was exciting for the Task Force. We are greatful to the colleges who took the time to respond to the survey. The information from the survey that the Task Force sought was:

Number of children served
Programs offered (ages of children served)
Funding Sources
Approximate cost of programs

The survey was conducted before the Task Force was sure of our direction and we are pleased that so many questions could be answered by the survey. Not only was the survey beneficial to the Creative Financing Committee but proved of great importance to the policy committee.

Of the fifty-four respondents, 91% offer child care services. The programs vary emmensly in size, type of programs, cost, etc. The following figures are based on the number of respondents who do offer child care services.

SURVEY DATA

The ages of the children in the programs were divided into the following categories:

Infant/Toddler	(0 - 2 1/2 yrs.)
Preschool	(2 1/2 - 5 yrs.)
Afterschool	(over five yrs.)

TYPES OF PROGRAMS OFFERED

31 % of surveyed centers offer care for Infant/Toddlers
67 % " " " " " " Preschool
24 % " " " " " " Afterschool care

FACILITY LOCATION

98 % of the centers have facilities on campus
16 % of the centers have facilities off campus

TO WHOM ARE SERVICES OFFERED

69 % of the centers offer services to staff
100 % of the centers offer services to students

FUNDING SOURCES

57 % Use State Department/Office of Child Education Funds
55 % use Parent Fees (tutition)
27 % use Child Nutrition Service Funds
20 % use Student Body Funds
18 % use Fundraisers
14 % use District Funds
6 % use Block Grants
10 % use Other Sources

Percentages may total more than 100 % if a college offers more than one center, or offers more than one type of program, or uses more than one type of funding source.

NUMBER OF CHILDREN SERVED AND APPROXIMATE COST

Responding childcare centers were divided by the cost of one years operation and the number of children served for that amount of money.

	NUMBER OF CHILDREN			
COST	≤50	≤75	≤100	100+
$ 50,000 to $ 80,000	30 %	50 %	10 %	10 %
$ 80,000- to $ 110,000	12.5 %	12.5 %	25 %	50 %
$ 110,000- to $ 140,000		22.2 %	22.2 %	55.5 %
$ 140,000+	11.1 %			88.8 %

SOURCES FOR FUNDING

California Community Colleges Child development centers have had to develop methods to fund their programs. In the past child development centers were district supported and budgeted. The struggle has been difficult and many programs have been altered or dropped. The respondents to our survey are achieving or are on the road to achieving autonomous budgets. Many child care programs exsist because they have creatively sought solutions to the budget problems.

THE STATE DEPARTMENT OF EDUCATION/OFFICE OF CHILD DEVELOPMENT (SDE/OCD) is a major source of funding for community college child development centers in California.

PARENT FEES (TUITION) - low income parents pay on a sliding scale as guidelines set by SDE/OCD. Staff pay full price for the services. The ratio of student and staff should be considered in maintaining a balanced budget.

CHILD NUTRITION PROGRAMS

ASSOCIATED STUDENTS provide a consistent source of funds to the programs to subsidy students.

FUNDRAISERS to generate funds from business, organizations and civic groups could be used to pay for child care services.

DISTRICT FUNDS can be used for start up costs and to fund part or all of the program until the center(s) became self suporting.

BLOCK GRANTS can be used for start up and/or operating costs.

OTHER SOURCES of fundraising or cost cutting can and should be explored. An organized volunteer program to supplement the staff and services of the child care center could be created. The program could provide extra hands for special occasions such as field trips, housekeeping, special events, fundraising and direct child care. Senior volunteers could be provided the opportunity to work with children or in some other capacity could be financially and socially beneficial.

Parents in many centers are required to spend a certain amount of time as a volunteer to the program. Directly with the children, on a committee, resource person or developing the program.

FUNDRAISING

Fundraising has become an importand funding source for child care centers. UCLA has a fundraising program that is used as a model for many centers. In 1978 the center was nearly closed after prop. 13, by 1979 the center and its associated family day program were essentially self-supporting. The committee composed of center staff and parents, volunteers does meet on a regular basis to plan and organize fundraising programs.

Centers located on district property reported lower cost and the ability to operate sound budgets because the cost did not include rent and/or maintenance. Centers located on college campus' also rely on in-kind services to maintain lower cost. Child care centers on college campus are providing educational and cultural enrichment at min. cost ie., Art center, music, observarory, academic influence.

A cooperative program with the city or YWCA/YMCA for early morning, afterschool and vacation programs for staff and student children could serve a campus need with minimual cost.

The National Coalition for CampusChildCare believes the big growth in campus day care for the rest of the eighties will center on community college campuses. The major benefits to the college districts will be to attract and retain students, faculty and staff.

CHILD DEVELOPMENT CENTER POLICIES, 1977-78

I. Admission

A. One parent must be a SMC student enrolled in a minimum of six (6) units.

B. Child must be three (3) years old by November 1.

C. Available space will be allotted on a first-come, first-serve basis with the exception that returning children will be given priority.

D. Children who are eligible to attend a public school kindergarten program will not be eligible to attend the Child Development Center.

II. Attendance

A. Child must be in attendance for a three-hour block of time within a scheduled session (7:45 a.m. to 12:00 or 12:45 to 4:30 p.m.) at least twice a week.

B. Morning children must be present by 9:00 a.m., afternoon children must be present by 1:00 p.m.

C. A child may attend only one half-day session per day.

D. Children in AM session only must be picked up at 12:00; in PM session must be picked up at 4:30 p.m. Monday through Thursday, 3:00 p.m. on Friday.

E. Lunch session is available only if parent has a 12:00 class.

F. There must be a reasonable ratio of parent's units and class hours to the child's hours of attendance. If parent drops units, child's hours may be cut proportionately in order to allow other children to enroll.

III. Tuition

A. For current amounts, see attached application.

B. Tuition is paid in three equal installments every six weeks at the Bookstore Business Office. There is no late penalty. Secretary sends reminders.

C. No refunds for illness absences

CHILD DEVELOPMENT CENTER POLICIES, 1977-78

IV. Scholarships

A. At the discretion of the Advisory Committee, a portion of the scholarship funds may be made available for allocation during summer school.

B. One half of remaining available funds is awarded during each of the fall and spring semesters.

C. The first group of accepted children will have scholarship applications processed two weeks before the semester begins.

D. Scholarships are awarded by an Advisory Committee as follows:

1. If the family income of the student/parent is 0-$5,000, the scholarship will be 60% to 100%.

2. If the family income of the student/parent is $5,000 - $10,000, the scholarship will be 30% to 75%.

3. If the family income of the student/parent is $10,000 - $20,000, the scholarship will be 0 to 50%

4. If the family income of the student/parent is over $20,000, scholarship is awarded only by consent of a majority of the committee.

D. Each committee member recommends an appropriate percentage for each applicant based upon the number of units in which parent is enrolled, number of children in the family, family income, and the "additional information" statement. An average of all recommendations is taken to determine actual scholarship allocation.

E. Any change in the parent's income or in number of units will result in a recalculation of the scholarship.

NOTE: The scholarship award process was developed to follow the recommendations of Advisory Committee members representing the Student Commission and the Women's Re-Entry Program during the 1975-76 school year. Inasmuch as student/parents who have financial need find it demeaning to have to submit detailed records of their financial status and inasmuch as they often are hassled by other institutions, it was agreed that the system adopted would allow the committee to respond to individual needs and avoid unnecessary conflicts.

V. Committees

A. Advisory Committee consists of the Director of the Child Development Center, two Center teachers, two parents, two members of the Student Commission, two Women's Center representatives and one additional Child Development instructor.

B. The Scholarship Committee is the same as the Advisory Committee.

CHILD DEVELOPMENT CENTER POLICIES, 1977-78

VI. Staff

A. See attached list of job descriptions

B. Interview committee consists of the Chairperson of Behavioral Studies, Dean of Humanities, three Child Development instructors, and one Center teacher.

VII. General Operation

A. Child must be brought inside the Center by the parent and teacher is to notified of the arrival of the child.

B. Parent or persons on Identification and Emergency form must pick up child unless written notification is received.

C. All college holidays are observed.

D. Forms must be completed and submitted before the child attends: Health card, Identification & Emergency form, Permission, Contract and Schedule of Classes.

E. Any child with a fresh cold, or fever, is not to be admitted. Parent of a sick child will be called from class. A child with a communicable disease must have doctor's permission to return to school.

F. Children may not bring guns, candy or chewing gum from home.

G. Visitors are asked to make prior arrangements to observe.

H. A new child will come with his/her parent for a pre-admission visit.

WILD AND WONDERFUL IDEAS

These ideas are suggestions from a variety of individuals that came to the task force over the last three months.

1. Have a few elderly from the Emeritus College Program work as volunteers in the day care centers to promote intergenerational interaction.

2. Connect up with a local social living class in a high school and recruit a teen a week to work with the infants so they could learn about skills needed to be a parent.

3. Develop exciting parent education programs, in possible conjunction with community services, regarding child rearing i.e., workshops on childhood illnesses, discipline, evaluating a school or care giver.

4. Provide a place to promote family mental health, quality child care, and recreational activities. Extend those activities to the community when possible.

5. Develop a campus-wide contest to design elements of child care services i.e., graphics for flyers, interiors for centers, toys to be used in centers, and equipment for the playgrounds.

6. Make centers accessible to handicapped children.

7. Provide a lunch forum for faculty and staff using specialists from the faculty on family concerns and issues.

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